



MOUNT HOLLY ELEMENTARY

1800 Porter Road
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	500 Students	
Principal	C. Chris Beard	803-985-1650
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Good	Excellent
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

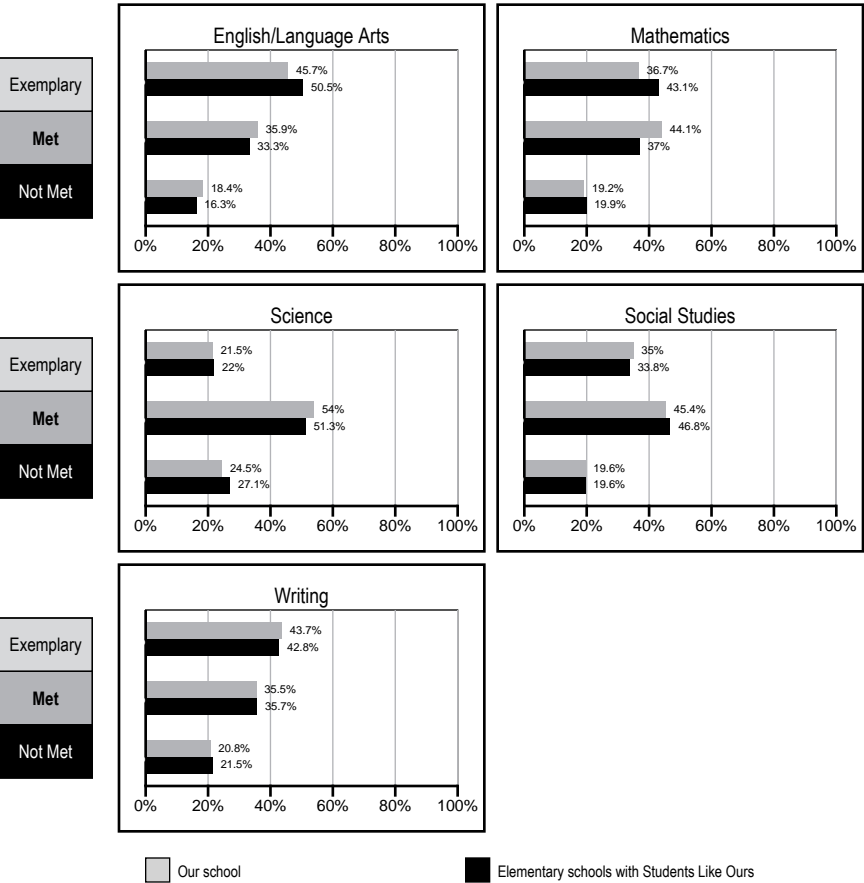
97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	29	16	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=500)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Up from 0.8%	0.8%	1.2%
Attendance rate	96.5%	Down from 97.0%	96.6%	96.1%
Eligible for gifted and talented	13.4%	Up from 9.5%	17.0%	11.7%
With disabilities other than speech	6.4%	Up from 6.3%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	50.0%	Up from 45.2%	62.4%	60.5%
Continuing contract teachers	83.3%	Up from 74.2%	86.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	89.4%	87.0%
Teacher attendance rate	97.2%	Up from 95.2%	95.8%	95.4%
Average teacher salary*	\$47,251	Up 4.6%	\$48,360	\$47,288
Professional development days/teacher	8.6 days	Up from 7.4 days	11.4 days	10.5 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.8 to 1	19.9 to 1	19.2 to 1
Prime instructional time	93.0%	Up from 91.6%	91.8%	90.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.7%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,560	N/A	\$7,214	\$7,548
Percent of expenditures for instruction**	70.5%	N/A	69.4%	68.7%
Percent of expenditures for teacher salaries**	68.2%	N/A	66.3%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Mount Holly Elementary has had a wonderful year and we have been thrilled with the success of our students, the involvement of our parents, and the support of our community. As we completed our second year as a school family, we have been pleased with three recognitions:

- Palmetto Gold Award for performance by our students on PASS
- Palmetto Silver Award for making substantial progress in closing achievement gaps
- Red Carpet Schools for providing a customer-centered focus in our building

During the 2009-2010 year, our PTO has assisted our school in numerous ways: raising funds for school supplies, dedicating hundreds of volunteer hours to assist our teachers, and providing whatever we needed to help us along our journey. Our SIC developed a survey for teachers to assist them in planning for the school year and used these plans to steer them in the proper direction. The SIC made recommendations to the PTO based on the results of the teacher survey. In addition, our SIC led a campaign to raise funds to support our district initiative, "Back the Pack."

During the school year, we implemented a schoolwide writing program that has enabled our teachers with the training and expertise to teach writing in a consistent manner across all grade levels. We know that we are headed in the right direction and we will continue to build upon the solid foundation that we have established during our first two years. Our goal is to help children grow into successful learners and to provide them with the support systems that will enable them to achieve whatever dream that drives them to excel.

Chris Beard, Principal
Lori Hoffman, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	86	51
Percent satisfied with learning environment	96.6%	91.8%	90.2%
Percent satisfied with social and physical environment	100.0%	90.7%	94.1%
Percent satisfied with school-home relations	96.6%	92.9%	86.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	260	99.6	19	35.9	45.2	90.7	85	83.5	Yes	Yes
Gender										
Male	133	100	22	36.2	41.7	89.8	81.2	80.1	N/A	N/A
Female	127	99.2	15.7	35.5	48.8	91.7	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	204	99.5	15.4	35.4	49.2	91.8	91.6	89.6	Yes	Yes
African American	45	100	37.2	34.9	27.9	86	75.8	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	78.1	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76	85.1	I/S	I/S
Disability Status										
Disabled	30	100	44.8	37.9	17.2	62.1	55.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	99.1	29.5	41.1	29.5	84.8	77.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	260	100	20.5	43.4	36.1	88.8	83.7	80.4	Yes	Yes
Gender										
Male	133	100	19.7	38.6	41.7	89.8	81.2	78.4	N/A	N/A
Female	127	100	21.3	48.4	30.3	87.7	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	204	100	16.8	42.9	40.3	89.3	90.7	87.8	Yes	Yes
African American	45	100	37.2	48.8	14	86	73.3	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76	83.2	I/S	I/S
Disability Status										
Disabled	30	100	51.7	37.9	10.3	69	51.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	116	100	34.5	46.9	18.6	81.4	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	174	99.4	24.4	54.3	21.3	75.6	70.3	67.3
Gender								
Male	88	98.9	21.7	51.8	26.5	78.3	69.8	66.9
Female	86	100	27.2	56.8	16	72.8	70.9	67.7
Racial/Ethnic Group								
White	138	100	20.6	57.3	22.1	79.4	83.7	79.6
African American	27	96.3	48	36	16	52	50.7	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.5	69.5
Disability Status								
Disabled	22	95.5	N/A	N/A	N/A	50	38.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	58.3	58.6
Socio-Economic Status								
Subsidized meals	81	98.8	39.7	48.7	11.5	60.3	56.4	55.4

Social Studies

All Students	172	99.4	20.1	45.1	34.8	79.9	74.3	70.9
Gender								
Male	93	98.9	15.9	37.5	46.6	84.1	73	70.1
Female	79	100	25	53.9	21.1	75	75.6	71.7
Racial/Ethnic Group								
White	135	99.3	19.4	42.6	38	80.6	82.9	79.2
African American	31	100	26.7	53.3	20	73.3	61.2	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	68.2	71.2
Disability Status								
Disabled	22	95.5	40	35	25	60	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	0	N/A	I/S	I/S	I/S	I/S	73.1	68
Socio-Economic Status								
Subsidized meals	75	98.7	32.4	50.7	16.9	67.6	63.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	260	97.7	20.2	35.8	44	79.8	73.5	72.1	96.5	96.5
Gender										
Male	133	97.7	21.8	36.3	41.9	78.2	66.5	65.2	96.4	96.4
Female	127	97.6	18.5	35.3	46.2	81.5	80.7	79.2	96.6	96.6
Racial/Ethnic Group										
White	204	99	19.1	35.6	45.4	80.9	83.5	80.8	96.5	96.4
African American	45	93.3	25	42.5	32.5	75	59.2	59.7	96.7	96.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	92.1	87	98.4	97.5
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.3	64.6	95.8	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	64.3	73.4	95.8	94.9
Disability Status										
Disabled	31	87.1	46.2	26.9	26.9	53.8	32.4	27.7	96.3	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	60.1	63.7	97.2	96.7
Socio-Economic Status										
Subsidized meals	117	94.9	27.8	44.4	27.8	72.2	61.6	61.9	95.8	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	83	100	21.8	19.2	59	78.2
	4	91	100	10.5	45.3	44.2	89.5
	5	64	100	7.9	44.4	47.6	92.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	83	98.8	15.8	35.5	48.7	84.2
	4	86	100	27.2	35.8	37	72.8
	5	91	100	14.3	36.3	49.5	85.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	83	100	24.4	34.6	41	75.6
	4	91	100	15.1	58.1	26.7	84.9
	5	64	100	17.5	36.5	46	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	83	100	26	41.6	32.5	74
	4	86	100	21	44.4	34.6	79
	5	91	100	15.4	44	40.7	84.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	42	100	30	42.5	27.5	70
	4	91	100	17.4	54.7	27.9	82.6
	5	31	100	16.1	77.4	6.5	83.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	43	97.7	42.1	28.9	28.9	57.9
	4	86	100	24.7	56.8	18.5	75.3
	5	45	100	8.9	71.1	20	91.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	41	97.6	10.5	47.4	42.1	89.5
	4	91	100	12.8	55.8	31.4	87.2
	5	33	97	12.5	40.6	46.9	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	100	28.9	57.9	13.2	71.1
	4	86	100	21	43.2	35.8	79
	5	46	97.8	11.1	37.8	51.1	88.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	84	100	21.5	21.5	57	78.5
	4	90	96.7	18.1	50.6	31.3	81.9
	5	64	100	17.5	36.5	46	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	83	97.6	33.3	34.7	32	66.7
	4	86	98.8	20	35	45	80
	5	91	96.7	9.1	37.5	53.4	90.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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